

End-of-Unit Assessment Rubric

Fraction Cards & Decimal Squares

Gr. 4 Unit 6

Problem 13: Order fractions on number line.

Scoring	Descriptor
4	Student response satisfies 7 of the elements listed below.
3	Student response satisfies 5-6 of the elements listed below.
2	Student response satisfies 3-4 of the elements listed below.
1	Student response satisfies 1-2 of the elements listed below.
0	Student response satisfies 0 of the elements listed below.

Scoring Guidelines (Elements)

- Place the fractions less than 1 ($\frac{3}{6}$, $\frac{2}{3}$, $\frac{3}{4}$) in order on the number line.
- Place the fractions greater than 1 ($\frac{9}{8}$, $\frac{3}{2}$) in order on the number line.
- (Up to 5 elements, one for each fraction) Each fraction should be placed on the number line relative to other fractions and landmarks, i.e: The placement of $\frac{9}{8}$ should show that it is a little more than 1 whole and less than $\frac{3}{2}$.

This question correlates to the following MA Mathematics Framework Standards:

4.N.3 Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on the number line.

4.N.4 Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $\frac{11}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.

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Problem 14:

Scoring	Descriptor
4	Student response satisfies 5 of the elements listed below.
3	Student response satisfies 4 of the elements listed below.
2	Student response satisfies 2-3 of the elements listed below.
1	Student response satisfies 1 of the elements listed below.
0	Student response satisfies 0 of the elements listed below.

Scoring Guidelines (Elements)

- Knows $0.9 > 0.45 > 0.25$
- Orders greatest to least
- (Up to 3 elements, one for each decimal) Reasons about each decimal to justify solution:
 - uses a representation
 - identifies the place value of the digits
 - relates each decimal to a landmark
 - find equivalent fractions
 - creates decimals with equal numbers of digits, i.e.: $0.9 = 0.90$

The above benchmark correlates to the following MA Mathematics Framework Standards:

4.N.6 Exhibit an understanding of the base ten number system by reading, naming, and writing decimals between 0 and 1 up to the hundredths.